

SUGGESTED OUTLINE FOR WELCOME WEEK MEETING WITH PART 1 UNDERGRADUATE TUTEES

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students
<p>Welcome Week – Initial meeting with tutees</p>	<ul style="list-style-type: none"> ▪ Explain your role as an Academic Tutor: <ul style="list-style-type: none"> ▪ Help students reflect on their academic progress ▪ Work with them to identify strengths/weaknesses in relation to their studies ▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc) ▪ Help them make decisions in relation to their course ▪ Support them to review, reflect and act on feedback received ▪ Discuss career ambitions and signpost relevant opportunities and services ▪ Write references, when necessary ▪ Help students identify appropriate extra-curricular opportunities ▪ Refer them to specialist support services as and when necessary ▪ Expectations for future meetings, e.g. <ul style="list-style-type: none"> ▪ Group or one-one ▪ When are you available, and how can students contact you? ▪ Who will arrange the meetings? ▪ What students should prepare/bring ▪ How you/they should keep records ▪ Choice of modules/options. ▪ Role of Support Centres ▪ Transition to university (academic, social, accommodation etc.). ▪ Remind students about Study Smart and their STaR mentors. ▪ Have they been able to access RISIS/Blackboard? 	<p>Student Charter Student signposting document Postcard about the Academic Tutor System Template for students to record meetings Information about Study Smart https://www.futurelearn.com/investigations/university-of-reading/study-smart/9yv6vr9jpa2tuipv35eveqdsuj7gp</p> <p>Materials to support you</p> <p>Guide for Academic Tutors (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p>Academic Tutor Toolkit</p>

SUGGESTED OUTLINE FOR PART 1 ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Term 1	<ul style="list-style-type: none"> ▪ First impressions of University coursework / workload (including assignment deadlines) and study methods. ▪ Ask if they have completed Study Smart, discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so. ▪ Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far. ▪ Disclosure of any disability (if relevant). ▪ The Student Charter– discuss the Charter, and what it means for them. ▪ Opportunities to engage with University-wide/School/Department specific personal or professional development programmes. ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ A schedule of your assignment deadlines for the term/year. ▪ Identify any particular strengths and weaknesses that are likely to affect your academic progress. ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.
Term 2	<ul style="list-style-type: none"> ▪ Reflect on action points from term 1 meeting. ▪ Expectations and experience of the course so far. ▪ Study skills development, including assignment deadlines and exam preparation. ▪ Discuss progress (for example, using the Student Progress Dashboard) and feedback received on assignment(s). ▪ Attendance record for term 1 etc. (using data on RISIS) ▪ Look ahead to Year Abroad options, placement arrangements and Part 2 option choices (as appropriate). ▪ Consider summer plans and possible career development (work experience, etc.). ▪ Non-academic matters: accommodation, societies, social development etc. ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ Consider your progress in Term 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career. ▪ Reflect on the effectiveness of your existing study skills. ▪ Identify any particular difficulties (academic, social or personal). ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.
Term 3	<ul style="list-style-type: none"> ▪ Reflect on action points from term 2 meeting. ▪ Exam and placement results (if appropriate), degree programme progress so far. ▪ Options for Part 2 (if appropriate). ▪ Summer plans and possible career developments/work experience. 	<ul style="list-style-type: none"> ▪ Consider your Part 2 option choices and Part 1 progress. ▪ Identify any particular difficulties (academic, social or personal). ▪ Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting.

Suggested outline for PART 2 Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare / bring with them
Term 1	<ul style="list-style-type: none"> ▪ Reflection on achievements in Part 1 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. Study Advice). ▪ Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding. ▪ The Student Charter– revisit the Charter. ▪ Option choices (if appropriate). ▪ Coursework / workload (including assignment deadlines) and study methods. ▪ Opportunities to engage with University-wide/School/Department specific personal or professional development programmes. ▪ Placement arrangements (if appropriate). ▪ Career Development and other non-academic matters. ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ Identify particular strengths and weaknesses that are likely to affect your academic progress. ▪ Prepare a schedule of your assignment / placement deadlines for the term/year. ▪ List your extra-curricular activities and work experience over the last year.
Term 2	<ul style="list-style-type: none"> ▪ Reflect on action points from term 1 meeting. ▪ Academic progress (for example using the Student Progress Dashboard), including feedback on assignment(s), placements, attendance record for term 1 etc. ▪ Study skills development, including assignment deadlines and exam preparation. ▪ Summer plans, possible career development (work experience, etc.) and non-academic matters. ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ Identify any particular difficulties (academic, social or personal). ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. ▪ Consider your summer plans and any links to future career(s).
Term 3	<ul style="list-style-type: none"> ▪ Reflect on action points from term 2 meeting. ▪ Academic progress, including feedback on assignment(s), placement(s), attendance record for term 2 etc. ▪ Exam preparation and revision techniques (if appropriate). ▪ Dissertation plans and planning for Part 3 (options). ▪ Summer plans and possible career developments/work experience. 	<ul style="list-style-type: none"> ▪ Consider your Part 3 option choices, placement(s) and project/dissertation topic (as appropriate). ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.

Suggested outline for PART 3 / PART 4 (Final Year) Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare / bring with them
Term 1	<ul style="list-style-type: none"> ▪ Reflection on achievements in Part 2 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. Study Advice). ▪ Discuss expectations of transition to Part 3. ▪ Option choices and dissertation / project. ▪ Coursework/ workload (including assignment deadlines) and study methods. ▪ The Student Charter- revisit the Charter. ▪ Career plans, work experience, personal / professional development opportunities. ▪ Placement arrangements (if appropriate). ▪ Intentions for employment / further study, including information for references (e.g. CV). ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ Identify particular strengths and weaknesses that are likely to affect your academic progress. ▪ Prepare a schedule of your assignment / placement deadlines for the term/year. ▪ List your extra-curricular activities and work experience over the last year.
Term 2	<ul style="list-style-type: none"> ▪ Reflect on action points from term 1 meeting. ▪ Academic progress (for example, using the Student Progress Dashboard), including: assignment schedule for this term, feedback received on assignment(s) and attendance in term 1, final stages of dissertation/project/placement and preparation for final examinations (as appropriate). ▪ Improvements to their CV and intentions for employment/further study. ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ Identify particular difficulties (academic, social or personal). ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. ▪ Prepare an updated version of your CV.
Term 3	<ul style="list-style-type: none"> ▪ Reflect on action points from term 2 meeting. ▪ Attendance and academic progress in Term 2, including feedback on assignments. ▪ Preparation for final examinations, including revision plans, techniques and special circumstances. ▪ Intentions for employment / further study, including information for references (e.g. final CV). 	<ul style="list-style-type: none"> ▪ Identify any concerns in planning for finals. ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. ▪ Prepare a final version of your CV.